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refinement of various methods employed in making school surveys, and especially through the refinement of standard tests and the technique of employing them in the measuring of those aspects of public education that are most vital as a basis for future development. This development in technique in the use of tests is well illustrated in the recent report of the Virginia school survey.¹ The purposes of the survey staff in designing and giving the tests are clearly stated in the opening paragraph of the introduction:

First, to measure by standard tests the results of instruction; secondly, to establish standards of accomplishment for certain educational conditions peculiar to the South and exemplified in Virginia; thirdly, to stimulate teachers and others to an increased interest in and understanding of the modern educational methods involved. These three projects appeared to warrant the introduction into a state survey of an instrument which had already proved its value in many city and local surveys [p. ix].

The form of the report on the tests is excellent. The first chapter gives the measurement program, and the second includes a summary of the results and the recommendations. Chapters iii to vii inclusive present the details of the test results in reading, primary reading, arithmetic, handwriting, and spelling. The statistical tables have been carefully prepared in keeping with the purposes set forth, and the interpretation of the tables and other data is greatly aided by the free use of excellent graphs which give one a ready visualization of the significance of the facts. Chapter viii gives the results of the intelligence tests and discusses their value as a basis for grouping elementary-school pupils. The reliability of the reading tests as a basis for grouping is compared with that of the intelligence tests. Chapter ix presents the grouping of the Virginia children. Chapter x is a brief account of the one-teacher schools, while chapters xi and xii are devoted to the results of the composition and algebra tests in the high schools.

This book not only contributes to the field of survey materials, in which it presents a considerable body of excellent data for comparative purposes, but is also very helpful for students of tests and statistics. Its discussions are clear and point to definite objectives in education. It will be particularly helpful to students of education who face the difficult problem of discovering valid interpretations of statistical data and in employing their interpretations as a basis for determining constructive measures for educational development.

H. W. NUTT

Business opportunities for women.—One of the difficulties encountered by the individual facing the problem of a choice of occupation is the lack of available information concerning the specific requirements of the different occupations considered. There is a tendency on the part of employers to study many of the occupations in an analytical manner as a means of improving

¹ M. E. HAGGERTY and OTHERS, *Virginia Public Schools. Part Two: Educational Tests*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. xii+235. \$2.40.

the service of those engaged in them. Similarly, the agencies interested in supplying occupational information and guidance for those who must undertake new lines of work are beginning to make such an examination of industrial and commercial organizations as a means of determining the opportunities and requirements. An interesting study of positions open to women in certain commercial organizations is reported¹ by the Bureau of Vocational Information.

The scope of the study is indicated in the author's statement of the purpose of the bureau in making the investigation.

It has been our purpose to assemble and record facts concerning positions of responsibility in department stores now held by women, and the customary details of the work involved in these positions; the training, experience, physique and personal qualities which have been found necessary or advisable; beginning positions; financial rewards; advantages and disadvantages in this field of work; future opportunities for women in this field, with special reference to women of higher education [p. 11].

The information on which the report is based was secured through answers to questionnaires and letters received from merchants and women employed in this field, supplemented in each case by a number of personal interviews. The study includes one hundred and seventy-six different stores in thirty-two states and two stores in Canada.

The bulletin is divided into four parts. In Part I, on store organization, the duties and responsibilities of the general manager, the merchandise manager, the store superintendent, and the controller or office manager are briefly discussed. In Part II a detailed analysis of the various positions in the merchandising, advertising, store service, and accounting sections is given. Under the advertising section, for example, the positions of advertising manager, assistant advertising manager, copy-writer, artist, and display expert are explained in detail. Each position is discussed so as to show the duties involved, the training, experience and personal qualifications necessary, the range of salaries for the position, the advantages and disadvantages of the work and the future which the special type of work holds. For each of the others, the merchandising, the store service, and accounting sections, positions are enumerated and discussed in a similar manner. Part III deals with the allied work outside the store. The positions described are those which are open to women in research work with organizations of several stores, on trade papers, in resident buyers' offices, and in schools. In Part IV a summary of the study is given. The Appendix contains an analysis of the courses in salesmanship and related subjects given in more than twenty-five American colleges and universities, together with a selected reading list dealing with many phases of retail selling and store management.

¹ MARY H. TOLMAN, *Positions of Responsibility in Department Stores and Other Retail Selling Organizations*. "Studies in Occupations," No. V. New York: Bureau of Vocational Information, 1921. Pp. 126. \$0.50.

The bulletin is written in a comprehensive and interesting manner. It should prove valuable to those who are looking forward to entering some field of trade since it points out the requirements and remunerations of responsible positions and the possibilities for advance in the various types of positions in retail organizations.

JAMES VAUGHN

A method of evaluating textbooks.—The considerations involved in the selection of textbooks for use in public schools are matters of vital consequence for the pupils. The growing tendency to leave the choice of the books for any given school to the teachers and supervisors of instruction in that school places upon these officials the responsibility of equipping themselves to perform this duty effectively. As a means of making the procedure of textbook evaluation more systematic and more intelligent, one author¹ suggests the use of a detailed outline which calls for a judgment rating of the book examined on a number of points which are assumed to be essential for the purposes the book is to serve.

The author first discusses the value of the textbook as a tool in teaching and then describes the methods commonly employed in selecting books for school use and the factors which receive most consideration. The length of the term for which adoptions of texts are made and the question of public or private ownership are considered, the advantages and disadvantages of the plans described being noted. The discussion then turns to the standards which ought to be employed as a basis of evaluation of school texts. Feeling that the mistakes commonly made by those who undertake a comparison of a number of texts with a view to selecting the one most suitable for a specified purpose are due to an overemphasis upon certain factors of minor importance, the author urges an "exhaustive examination" of the proposed texts and specifies the standards which should be employed in making such an examination.

There are three classes of standards which may aid in evaluating school books. First, there are the standards which should be employed in judging the content and organization of the text. These, according to the author's conception, include the specific purpose of the book, accuracy and reliability of the material, freedom from bias and dogmatism, attention to relative values and the results of scientific studies in education, the illustrations, index, references, charts, diagrams, etc. A second group of standards, of lesser importance than the first but requiring consideration, relates to the reputation of the author and of the publisher and the date of the copyright. Finally, certain standards as to the form of the book should be applied. These have to do with the general appearance, binding, quality of paper, the type, and the size of the

¹ C. R. MAXWELL, *The Selection of Textbooks*. Boston: Houghton Mifflin Co., 1921. Pp. x+139.